

North East School District PA Core Curriculum Maps

English Language Arts

Fourth Grade



INTRODUCTION

The PA Core State Standards call for students in grade 4 to continue to build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text (RL/RI.4.1). Students perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology. They are expected to offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme (including traditional literature from different cultures). Additional Standards for Reading Literature (RL.4.2-9) and Standards for Reading Informational Text (RI.4.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

When participating in class, students should both paraphrase accurately and respond effectively with information during discussions in ways elaborated in the Standards for Speaking and Listening. Reading complex texts that range across literature, history, the arts, and the sciences will also build the vocabulary skills of students as well as improve their fluency and confidence, leading to success in later grades.

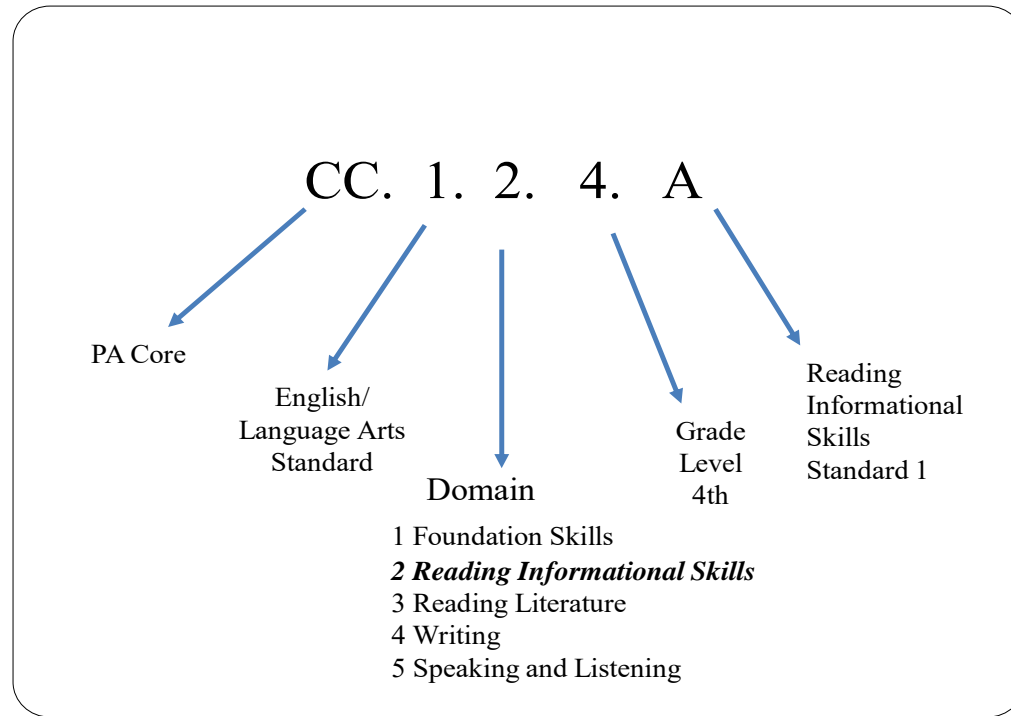
English/Language Arts - Long Term Transfer Goals

North East School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

English/Language Arts Standard Taxonomy



ELA



English/Language Arts 4

GRADE 4

Students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the Internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

PA CORE Reporting Categories/Assessment Anchors

Literature Text, Informational Text

- E04.A-K.1, E.04.B-K.1 → Key Ideas & Details
- E04.A-C.2, E.04.B-C.2 → Craft & Structure
- E04.A-C.3, E.04.B-C.3 → Integration of Knowledge & Ideas
- E04.A-V.4, E.04.B-V.4 → Vocabulary Acquisition & Use

Writing

E04.C.1 → Text Types & Purposes

Language

E04.D.1 → Conventions of Standard English

E04.D.2 → Knowledge of Language

Text-Dependent Analysis

E04.E.1 → Evidence-Based Analysis of Text

All identified strands of PA Core Eligible Content can be found communicated in narrative form through the SAS (Standards Aligned System) Portal. Information related to the Common Core Standards is also readily available via this online resource. The SAS Portal is located at www.pdesas.org.

Grade Four PA CORE Anchor Descriptors

- ★ Demonstrate Understanding Of Key Ideas And Details In Literature.
- ★ Demonstrate Understanding Of Craft And Structure In Literature.
- ★ Demonstrate Understanding Of Connections Within, Between, And/Or Among Literature Texts.
- ★ Demonstrate Understanding Of Vocabulary And Figurative Language In Literature.
- ★ Demonstrate Understanding Of Key Ideas And Details In Informational Texts.
- ★ Demonstrate Understanding Of Craft And Structure In Informational Texts.
- ★ Demonstrate Understanding Of Connections Within, Between, And/Or Among Informational Texts.
- ★ Demonstrate Understanding Of Vocabulary And Figurative Language In Informational Texts.
- ★ Write Opinion Pieces On Topics Or Texts, Supporting A Point Of View With Reasons And Information.
- ★ Write Informative/Explanatory Texts To Examine A Topic And Convey Ideas And Information Clearly.
- ★ Write Narratives To Develop Real Or Imagined Experiences Or Events Using Effective Techniques, Descriptive Details, And Clear Event Sequences.
- ★ Demonstrate Command Of The Conventions Of Standard English Grammar And Usage.
- ★ Demonstrate Command Of The Conventions Of Standard English Capitalization, Punctuation, & Spelling.
- ★ Use Knowledge Of Language And Its Conventions.
- ★ Draw Evidence From Literary Or Informational Texts To Support Analysis, Reflection, And/Or Research.

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>SEPTEMBER</p> <p>3 Stories</p> <p>“Because of Winn Dixie”</p> <p>“Lewis & Clark and Me”</p> <p>“On the Banks of Plum Creek”</p>	<p>Because of Winn Dixie</p> <p>Essential Question: What do good listeners do?</p> <p>Range Of Reading: Realistic Fiction</p> <p>Comprehension: Sequencing</p> <p>Fluency: Appropriate Expressions</p> <p>Vocabulary Acquisition & Use: Suffixes</p> <p>Grammar/Writing Conventions: Declarative and Interrogative Sentences</p> <p>Spelling/Phonics & Word Recognition: Short Vowels VCCV</p> <p>Writing: Character Traits</p> <p>Writer’s Workshop/Focus For Writing: The Arc of the Story</p> <p>Bend I: Creating and developing stories and characters that feel real.</p> <ol style="list-style-type: none"> 1. Imagining stories from ordinary moments. 2. Imagining stories we 	<p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2, E04.C.1.2.3, E04.C.1.2.4, E04.C.1.2.5, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p> <p>CC.1.1.4.D, CC.1.1.4.E, CC.1.3.4.A, CC.1.3.4.C, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J, CC.1.4.4.K, CC.1.4.4.L, CC.1.4.4.N, CC.1.4.4.O,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>

	<p>wish existed in the world.</p> <ol style="list-style-type: none"> 3. Developing believable characters. 4. Giving characters struggles and motivations. 5. Plotting with a story arc. <p><u>Lewis & Clark and Me</u></p> <p><u>Essential Questions:</u> How does a reader’s purpose influence how text should be read? Why do writers write?</p> <p>What makes clear and effective writing?</p> <p>Range Of Reading: Historical Fiction</p> <p>Comprehension: Author’s Purpose/Questioning</p> <p>Fluency: Phrasing & Punctuation</p> <p>Vocabulary Acquisition & Use: Word Structure Endings</p> <p>Grammar/Writing Conventions: Imperative and Exclamatory Sentences</p> <p>Spelling/Phonics & Word Recognition: Long A and I</p>	<p>CC.1.4.4.P, CC.1.4.4.Q</p> <p><u>PA Core Eligible Content</u> E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p><u>Common Core Standards</u> CC.1.1.4.D, CC.1.1.4.E, CC.1.3.4.B, CC.1.3.4.F</p>	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>
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	<p>Writing: Writing a good sentence.</p> <p>Writer’s Workshop/Focus For Writing: The Arc Of The Story (cont.)</p> <p>Bend II: Drafting/Revising with an eye toward believability.</p> <ol style="list-style-type: none"> 1. Show, Don’t Tell: Planning and writing scenes. 2. Feeling and drafting the heart of your story. 3. Studying published texts to write leads. 4. Orienting readers with setting. 5. Writing powerful endings. <p>On the Banks of Plum Creek</p> <p>Essential Question: What is this text really about?</p> <p>Range Of Reading: Literary Story Elements/Background Knowledge</p> <p>Comprehension: Story Elements</p> <p>Fluency: Rate & Accuracy</p> <p>Vocabulary Acquisition & Use: Multiple Meaning Words</p>	<p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p>
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	<p>Grammar/Writing Conventions: Complete Subjects and Predicates</p> <p>Spelling/Phonics & Word Recognition: Long E and O</p> <p>Writing: Voice/Parody</p> <p>Writer’s Workshop/Focus For Writing: Critical Listening & Advertisement</p> <p>Bend III: Preparing For Publication w/ An Audience In Mind</p> <ol style="list-style-type: none"> 1. Revision: Rereading with a lens. 2. Making a space for writing. 3. Using a mentor text to flesh out characters. 4. Editing with various lenses. 5. Letter to teachers: Publishing anthologies: A celebration. <p>Other Key Concepts Throughout School Year Include:</p> <p><i>Theme</i> <i>Text-Dependent Analysis</i> <i>Collaborative Discussion</i> <i>Evaluating Information</i> <i>Critical Listening</i></p>	<p>E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards CC.1.1.4.D, CC.1.1.4.E, CC.1.3.4.C, CC.1.3.4.I</p>	<p style="text-align: center;">ADDITIONAL ASSESSMENTS IN MONTH OF SEPTEMBER</p> <p style="text-align: center;">Benchmark Assessment Study Island BM#1</p> <p style="text-align: center;">Diagnostic Assessment NWEA MAP [FALL]</p>	<p>Writer’s Workshop Resource Materials</p>
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MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>OCTOBER</p> <p>2 Stories</p> <p>“The Horned Toad Prince”</p> <p>“Letters Home from Yosemite”</p>	<p><u>The Horned Toad Prince</u></p> <p><i>Essential Question:</i> How does what readers read influence how they should read it?</p> <p>Range Of Reading: Fairy Tale/ Point Of View</p> <p>Comprehension: Author’s Purpose/Story Structure</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Context Clues</p> <p>Grammar/Writing Conventions: Compound Sentences</p> <p>Spelling/Phonics & Word Recognition: Long E</p> <p>Writing: Focus/Ideas</p> <p>Writer’s Workshop/Focus For Writing: The Arc of the Story, Narrative Writing</p> <p>Bend IV: Embarking on independent fiction projects.</p> <ol style="list-style-type: none"> Letter to teachers: Launching independent fiction projects. 	<p><u>PA Core Eligible Content</u></p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p><u>Common Core Standards</u></p> <p>CC.1.1.4.D, CC.1.1.4.E, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.H, CC.1.3.4.I</p>	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>

	<p>2. Planning and drafting stories with agency. 3. Mining connections between reading and writing fiction.</p> <p>Letters Home from Yosemite</p> <p>Essential Question: How do strategic readers create meaning from informational and literary text?</p> <p>Range Of Reading: Expository Text</p> <p>Comprehension: Main Ideas And Details</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Suffixes</p> <p>Grammar/Writing Conventions: Clauses and complex sentences.</p> <p>Spelling/Phonics & Word Recognition: Long U</p> <p>Writing: Conventions & Voice</p> <p>Writer's Workshop/Focus For</p>	<p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards CC.1.1.4.D, CC.1.1.4.E, CC.1.2.4.A, CC.1.2.4.B, CC.1.2.4.E</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer's Workshop Resource Materials</p>
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	<p>Writing: Complete The Arc Of The Story</p> <p>Bend IV:</p> <ol style="list-style-type: none"> 1. Focusing the reader’s gaze. 2. Choosing punctuation for effect. 3. Letter to teachers: Surveying your work and planning for the future. 			
<p>NOVEMBER</p> <p>2 Stories</p> <p>“What Jo Did?”</p> <p>“Coyote School News”</p>	<p>What Jo Did?</p> <p>Essential Question: How does interaction with a text provoke thinking and a response (cause and effect)?</p> <p>Range Of Reading: Fiction</p> <p>Comprehension: Cause & Effect</p> <p>Fluency: Phrasing</p> <p>Vocabulary Acquisition & Use: Prefixes and Suffixes</p> <p>Grammar/Writing Conventions: Common and proper nouns</p> <p>Spelling/Phonics & Word Recognition: S/ES endings</p> <p>Writing: Word Choice</p>	<p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>

	<p>Writer's Workshop/Focus For Writing: Response To Literature: Literary Essay</p> <p>Bend I: Writing about reading: Literary essays.</p> <ol style="list-style-type: none"> 1. Close reading to generate ideas about a text. 2. Gathering writing by studying characters. 3. Elaborating on written ideas using prompts. 4. Finding and testing a thesis. 5. Using stories as evidence. <p>Coyote School News</p> <p>Essential Question: How do active listeners make meaning?</p> <p>Range Of Reading: Historical Fiction</p> <p>Comprehension: Drawing Conclusions</p> <p>Fluency: Story Structure/Text Expression</p> <p>Vocabulary Acquisition & Use: Dictionary/Glossary</p> <p>Grammar/Writing Conventions: Regular Plurals</p>	<p>CC.1.1.4.D, CC.1.1.4.E, CC.1.2.4.E</p> <p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2, E04.C.1.2.3, E04.C.1.2.4, E04.C.1.2.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer's Workshop Resource Materials</p>
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	<p>Spelling/Phonics & Word Recognition: Irregular Plurals</p> <p>Writing: Focus/Ideas</p> <p>Writer’s Workshop/Focus For Writing: Content For Writing</p> <p>Bend I (cont.): Writing about reading: Literary essays.</p> <ol style="list-style-type: none"> 1. Citing textual evidence. 2. Using lists as evidence. 3. Putting it all together: Constructing literary essays. <p>Bend II: Raising the quality of literary essays.</p> <ol style="list-style-type: none"> 1. Writing to discover what a story is really about. 2. Adding complexity to our ideas. 	<p>E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p> <p>CC.1.1.4.D, CC.1.1.4.E, CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.I</p>		
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>DECEMBER</p> <p>1 Story</p> <p>“Scene Two”</p> <p>or</p> <p>“Gracie & The Time Machine”</p>	<p>Scene Two</p> <p>Essential Question: How do readers know what to believe?</p> <p>Range Of Reading: Play</p> <p>Comprehension: Drawing Conclusions/Questioning</p> <p>Fluency: Expression</p>	<p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2, E04.C.1.2.3, E04.C.1.2.4,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p>

	<p>Vocabulary Acquisition & Use: Prefixes</p> <p>Grammar/Writing Conventions: Irregular Plurals</p> <p>Spelling/Phonics & Word Recognition: Ar/Or</p> <p>Writing: Word Choice</p> <p>Writer’s Workshop/Focus For Writing: Literary Essay</p> <p>Bend II (cont.): Raising the quality of literary essays.</p> <ol style="list-style-type: none"> Flash-Drafting literary essays. Beginnings and endings. Using descriptions of an author’s craft as evidence. Letters to teachers: Editing. <p>Bend III: Writing Compare and Contrast Essays</p> <ol style="list-style-type: none"> Building the muscles to compare and contrast. 	<p>E04.C.1.2.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards CC.1.1.4.D, CC.1.1.4.E, CC.1.3.4.B</p>	<p><input type="checkbox"/> Written Spelling Assessment</p> <p>ADDITIONAL ASSESSMENT IN MONTH OF DECEMBER</p> <p>Benchmark Assessment Study Island BM#2</p>	<p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>
<p>JANUARY</p> <p>2 Stories</p> <p>“Horse Heroes”</p> <p>“So You Want to be</p>	<p>Horse Heroes</p> <p>Essential Questions: How do readers know what to believe in what they read, hear, and view?</p> <p>How do active listeners know what to believe in what they</p>	<p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2,</p>	<p>Formative Assessments</p> <p><input type="checkbox"/> Reading Selection Test based on story/vocabulary</p> <p><input type="checkbox"/> Grammar Practice</p> <p><input type="checkbox"/> Cumulative Review - Multiple Choice/Completion</p>	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p>

<p>President”</p>	<p>hear?</p> <p>Range Of Reading: Expository Text</p> <p>Comprehension: Fact and Opinion</p> <p>Fluency: Monitor & Clarify Expression</p> <p>Vocabulary Acquisition & Use: Modify and Clarify</p> <p>Grammar/Writing Conventions: Singular Possessive Nouns</p> <p>Spelling/Phonics & Word Recognition: ng, nk, ph, wh</p> <p>Writing: Organization/Expository Composition</p> <p>Writer’s Workshop/Focus For Writing: Text-Dependent Analysis, Literary Essay</p> <p>Bend III: Writing Compare and Contrast Essays</p> <ol style="list-style-type: none"> 1. Comparing and contrasting familiar texts. 2. Using yesterday’s learning: Today and always. 3. Developing distinct lines of thought. 	<p>E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2, E04.C.1.2.3, E04.C.1.2.4, E04.C.1.2.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p><u>Common Core Standards</u></p> <p>CC.1.1.4.D, CC.1.1.4.E, CC.1.2.4.C, CC.1.2.4.H, CC.1.2.4.K</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>
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	<p>4. Letter to teachers: Exploring commas.</p> <p>5. Letter to teachers: A celebration.</p> <p><u>So You Want to be President</u></p> <p><u>Essential Question:</u> How do task, purpose, and audience influence how speakers craft and deliver a message?</p> <p>Range Of Reading: Expository Text/Inferring Comprehension: Main Idea</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Dictionary/Glossary</p> <p>Grammar/Writing Conventions: Plural Possessives</p> <p>Spelling/Phonics & Word Recognition: Ear, Ir, Our, Ur</p> <p>Writing: Organization of Paragraphs/Text-Dependent Analysis</p> <p>Writer’s Workshop/Focus For Writing: Personal and Persuasive Essays, Evaluating Arguments</p>	<p><u>PA Core Eligible Content</u></p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2, E04.C.1.2.3, E04.C.1.2.4, E04.C.1.2.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p><u>Common Core Standards</u></p> <p>CC.1.1.4.D, CC.1.1.4.E, CC.1.2.4.A, CC.1.2.4.B, CC.1.2.4.K, CC.1.4.4.D, CC.1.4.4.H, CC.1.4.4.I, CC.1.4.4.J</p>	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment <p>ADDITIONAL ASSESSMENT IN MONTH OF JANUARY</p> <p><u>Diagnostic Assessment</u> NWEA MAP [Winter]</p>	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>
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	<p>Bend I: Writing to learn.</p> <ol style="list-style-type: none"> 1. Essay structure boot camp. 2. Collecting ideas as essayists. 3. Writing to learn. 4. Using elaboration prompts to grow ideas. 5. Mining our writing. 			
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>FEBRUARY</p> <p>3 Stories</p> <p>“The Man Who Named The Clouds”</p> <p>“Adelina’s Whales”</p> <p>“How Night Came From The Sea”</p>	<p>The Man Who Named The Clouds</p> <p>Essential Question: How does one organize and synthesize information from various sources?</p> <p>Range Of Reading: Biography</p> <p>Comprehension: Graphic Sources & Sources Of Important Information/Context Information</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Multiple Meaning Words</p> <p>Grammar/Writing Conventions: Action/Linking Verbs</p> <p>Spelling/Phonics & Word</p>	<p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>

	<p>Recognition: Ed, Ing</p> <p>Writing: Organization, Text-Dependent Analysis</p> <p>Writer’s Workshop/Focus For Writing: Personal & Persuasive Essays</p> <p>Bend I:</p> <ol style="list-style-type: none"> Boxes & Bullets: Framing Essays Letter To Teachers: Return To Boot Camp <p>Bend II:</p> <ol style="list-style-type: none"> Composing And Sorting Mini-Stories Creating Parallelism In Lists Organization For Drafting Building A Cohesive Draft Becoming Our Own Job Captains <p>Adelina’s Whales</p> <p>Essential Question: How do grammar and the conventions of language influence spoken and written communication?</p> <p>Range Of Reading: Expository Text</p>	<p>Common Core Standards CC.1.1.4.D, CC.1.1.4.E, CC.1.2.4.A, CC.1.2.4.G, CC.1.2.4.I, CC.1.3.4.I</p> <p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p>
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	<p>Comprehension: Fact & Opinion/Text Structure</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Context Clues</p> <p>Grammar/Writing Conventions: Main & Helping Verbs</p> <p>Spelling/Phonics & Word Recognition: Homophones</p> <p>Writing: Voice</p> <p>Writer’s Workshop/Focus For Writing: Bend II Continued...</p> <p><u>How Night Came From The Sea</u></p> <p><i>Essential Question:</i> How does a myth explain how things in nature came to be?</p> <p>Range Of Reading: Myth</p> <p>Comprehension: Generalize & Visualize</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Context Clues</p>	<p>E04.C.1.2.3, E04.C.1.2.4, E04.C.1.2.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p><u>Common Core Standards</u> CC.1.1.4.E, CC.1.2.4.E CC.1.2.4.H, CC.1.3.4.I</p> <p><u>PA Core Eligible Content</u> E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.2.1, E04.C.1.2.2, E04.C.1.2.3, E04.C.1.2.4, E04.C.1.2.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1,</p>	<p><input type="checkbox"/> Written Spelling Assessment</p> <p><u>Formative Assessments</u></p> <p><input type="checkbox"/> Reading Selection Test based on story/vocabulary</p> <p><input type="checkbox"/> Grammar Practice</p> <p><input type="checkbox"/> Cumulative Review - Multiple Choice/Completion</p> <p><input type="checkbox"/> Study Island Skill Practice</p> <p><input type="checkbox"/> Written Spelling Assessment</p>	<p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p> <p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>
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	<p>Grammar/Writing Conventions: Subject/Verb Agreement</p> <p>Spelling/Phonics & Word Recognition: OU as in shOUt</p> <p>Writing: Word Choice</p> <p>Writer’s Workshop/Focus For Writing: Personal & Persuasive Essays, Text-Dependent Analysis</p> <p>Bend II: (cont.)</p> <ol style="list-style-type: none"> 1. Writing Introductions & Conclusions 2. Revising Our Work w/ Goals In Mind 3. Letter To Teachers: Correcting Run-On Sentences And Sentence Fragments <p>Bend III: Personal To Persuasive</p> <ol style="list-style-type: none"> 1. Moving From Personal To Persuasive 2. Persuasive Inquiry Into Essay Form 	<p>E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p> <p>CC.1.1.4.D, CC.1.1.4.E CC.1.2.4.B, CC.1.3.4.F, CC.1.3.4.I</p>		
<p>MARCH</p> <p>2 Stories</p> <p>“Eye Of The Storm”</p> <p>“Paul Bunyan”</p>	<p>Eye Of The Storm</p> <p>Essential Question: What strategies are resources does the learner use to figure out unknown vocabulary?</p> <p>Range Of Reading: Expository Text</p>	<p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p>

	<p>Comprehension: Cause & Effect/Prediction</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Root Words</p> <p>Grammar/Writing Conventions: Past, Present, & Future Tenses</p> <p>Spelling/Phonics & Word Recognition: Compound Words</p> <p>Writing: Organization/Paragraphs</p> <p>Writer’s Workshop/Focus For Writing:</p> <ol style="list-style-type: none"> 1. Letter To Teacher: Broader Evidence 2. Connecting Evidence, Reason, And Thesis 3. Getting Ready To Put Your Opinions Into The World 4. Letter To Teachers: Hey World, Listen Up! : Sharing Our Opinions Loudly And Proudly <p>Paul Bunyan</p> <p>Essential Question: What are the elements of a tall tale?</p>	<p>E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p> <p>CC.1.1.4.D, CC.1.1.4.E CC.1.2.4.C, CC.1.2.4.E, CC.1.2.4.F, CC.1.2.4.J</p> <p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1,</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment <p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary 	<p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p> <p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online</p>
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	<p>Range Of Reading: Tall Tale</p> <p>Comprehension: Inferring</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Suffixes</p> <p>Grammar/Writing Conventions: Irregular Verbs</p> <p>Spelling/Phonics & Word Recognition: Possessives</p> <p>Writing: Conventions, Text-Dependent Analysis</p> <p>Writer’s Workshop/Focus For Writing: Bringing History To Life (Informational Text)</p> <p>Bend I: Informational Books: Making A Conglomerate Of Forms</p> <ol style="list-style-type: none"> 1. Getting The Sense Of Informational Books 2. Planning The Structure Of Writing 3. Planning And Writing w/ Greater Independence 4. Teaching As A Way To Rehearse For Informational Writing 5. Elaboration: The Details That Let People Picture What Happened Long Ago And Far Away 	<p>E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p> <p>CC.1.1.4.D, CC.1.2.4.B CC.1.3.4.B, CC.1.4.4.B, CC.1.4.4.C, CC.1.4.4.D, CC.1.4.4.E, CC.1.4.4.F/L/R</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment <p>ADDITIONAL ASSESSMENT IN MONTH OF MARCH</p> <p>Benchmark Assessment Study Island BM#3</p>	<p>Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>
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MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>APRIL</p> <p>2 Stories</p> <p>“The Case Of The Gasping Garbage”</p> <p>“Encantado”</p>	<p><u>The Case Of The Gasping Garbage</u></p> <p><i>Essential Question:</i> Why learn new words?</p> <p>Range Of Reading: Realistic Fiction</p> <p>Comprehension: Compare & Contrast/Visualize</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Synonyms & Antonyms</p> <p>Grammar/Writing Conventions: Singular & Plural Pronouns</p> <p>Spelling/Phonics & Word Recognition: Contractions</p> <p>Writing: Word Choice</p> <p>Writer’s Workshop/Focus For Writing: Text-Dependent Analysis</p> <p>Bend I: Informational Books (cont.)</p> <ol style="list-style-type: none"> Bringing Information Alive: Stories Inside Nonfiction Text 	<p><u>PA Core Eligible Content</u></p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p><u>Common Core Standards</u></p> <p>CC.1.1.4.E, CC.1.3.4.D, CC.1.3.4.F, CC.1.3.4.I, CC.1.4.4.F/L/R</p>	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>

	<p>2. Essays Within Information Text 3. Letter To Teachers: Taking Stock & Setting Goals</p> <p>Bend II: Writing w/ Greater Independence</p> <p>1. Writers Plan For Their Research 2. The Intense Mind-Work Of Note-Taking</p> <p>Encantado</p> <p>Essential Questions: What does a reader look for and how can he/she find it?</p> <p>How does one best present findings?</p> <p>Range Of Reading: Expository Text</p> <p>Comprehension: Compare & Contrast & Summarize</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Multiple Meaning Words</p> <p>Grammar/Writing Conventions: Pronouns</p> <p>Spelling/Phonics & Word</p>	<p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment <p>Summative Assessment Grade 4 ELA PSSA Assessment</p>	
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	<p>Recognition: Final Syllable Patterns</p> <p>Writing: Word Choice, Text-Dependent Analysis</p> <p>Writer’s Workshop/Focus For Writing: Conducting Research</p>	<p>Common Core Standards CC.1.1.4.D, CC.1.1.4.E CC.1.3.4.A, CC.1.3.4.H, CC.1.3.4.I, CC.1.3.4.J</p>		
<p>MAY</p> <p>3 Stories</p> <p>“Navajo Code Talkers”</p> <p>“Seeker Of Knowledge”</p> <p>“Encyclopedia Brown”</p>	<p>Navajo Code Talkers</p> <p>Essential Question: How did different cultures come together for a common goal?</p> <p>Range Of Reading: Expository Text</p> <p>Comprehension: Sequence & Important Ideas</p> <p>Fluency: Expression</p> <p>Vocabulary Acquisition & Use: Unknown Words/Dictionary & Glossary</p> <p>Grammar/Writing Conventions: Pronouns & Antecedents</p> <p>Spelling/Phonics & Word Recognition: Digraph SH</p> <p>Writing: Organization</p>	<p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards CC.1.1.4.E, CC.1.2.4.B CC.1.2.4.C, CC.1.2.4.D, CC.1.2.4.K</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer’s Workshop Resource Materials</p>

	<p>Writer's Workshop/Focus For Writing: Text-Dependent Analysis</p> <p>Bend II: Writing w/ Greater Independence (cont.)</p> <ol style="list-style-type: none"> 1. Letter To Teachers: Drafting Is Like Tobogganing: First The Preparation, Then The Positioning... Then Whoosh! 2. Developing A Logical Structure Using Introductions And Transitions 3. Text Features: Popping Out The Important Information 4. Quotations Accentuate Importance: Voices Chime In To Make A Point 5. Letter To Teachers: Using All We Know To Craft Essay And Narrative Sections 6. The Other Side Of The Story <p>Seeker Of Knowledge</p> <p>Essential Question: How does one develop and refine vocabulary?</p> <p>Range Of Reading: Biography</p>	<p>PA Core Eligible Content</p> <p>E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice 	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p>
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	<p>Comprehension: Graphic Sources/Predict & Set Purpose</p> <p>Fluency: Appropriate Phrasing</p> <p>Vocabulary Acquisition & Use: Greek And Latin Roots</p> <p>Grammar/Writing Conventions: Possessive Pronouns</p> <p>Spelling/Phonics & Word Recognition: j, ks, kw</p> <p>Writing: Focus/Ideas</p> <p>Writer's Workshop/Focus For Writing:</p> <p>Bend II: Writing w/ Greater Independence (cont.)</p> <ol style="list-style-type: none"> Letter To Teachers: Self-Assessment And Goal Setting: Taking On New Challenges <p>Bend III: Building Ideas In Informational Writing</p> <ol style="list-style-type: none"> Information Writing Gives Way To Idea Writing Digging Deeper: Interpreting The Life Lessons That History Teaches Using Confusions To Guide Research 	<p>E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards</p> <p>CC.1.1.4.D, CC.1.1.4.E CC.1.2.4.G, CC.1.2.4.H, CC.1.3.4.B</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment 	<p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer's Workshop Resource Materials</p>
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	<p>4. Questions Without A Ready Answer</p> <p>Encyclopedia Brown</p> <p>Essential Question: How do learners make decisions concerning formal and informal language in social and academic settings?</p> <p>Range Of Reading: Realistic Fiction</p> <p>Comprehension: Literary Elements/Monitor & Clarify</p> <p>Fluency: Appropriate Expression</p> <p>Vocabulary Acquisition & Use: Synonyms & Antonyms</p> <p>Grammar/Writing Conventions: Contractions & Negatives</p> <p>Spelling/Phonics & Word Recognition: un, dis, in</p> <p>Writing: Word Choice</p> <p>Writer's Workshop/Focus For Writing:</p> <p>Bend III: Building Ideas In Informational Writing (cont.) 1. Letter To Teachers:</p>	<p>PA Core Eligible Content E04.A-K.1.1.1, E04.A-K.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1.1, E04.A-C.3.1.1, E04.A-V.4.1.1, E04.A-V.4.1.2, E04.B-K.1.1.1, E04.B-K.1.1.2, E04.B-K.1.1.3, E04.B-C.2.1.1, E04.B-C.2.1.2, E04.B-V.4.1.1, E04.B-V.4.1.2, E04.C.1.1.1, E04.C.1.1.2, E04.C.1.1.3, E04.C.1.1.4, E04.C.1.3.1, E04.C.1.3.2, E04.C.1.3.3, E04.C.1.3.4, E04.C.1.3.5, E04.D.1.1.1, E04.D.1.1.2, E04.D.1.1.3, E04.D.1.1.4, E04.D.1.1.5, E04.D.1.1.6, E04.D.1.1.7, E04.D.1.1.8, E04.D.1.2.1, E04.D.1.2.2, E04.D.1.2.3, E04.D.1.2.4, E04.D.2.1.1, E04.D.2.1.2, E04.D.2.1.3, E04.E.1.1.1, E04.E.1.1.2, E04.E.1.1.3, E04.E.1.1.4, E04.E.1.1.5</p> <p>Common Core Standards CC.1.1.4.D, CC.1.1.4.E CC.1.3.4.C, CC.1.3.4.F, CC.1.3.4.I</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Selection Test based on story/vocabulary <input type="checkbox"/> Grammar Practice <input type="checkbox"/> Cumulative Review - Multiple Choice/Completion <input type="checkbox"/> Study Island Skill Practice <input type="checkbox"/> Written Spelling Assessment <p>ADDITIONAL ASSESSMENT IN MONTH OF MAY</p> <p>Diagnostic Assessment NWEA MAP [Spring]</p>	<p>Reading Street Series</p> <p>Practice Book Pages</p> <p>Reading Street Online Supplemental Resources</p> <p>Background CD</p> <p>SmartBoard</p> <p>Grammar Practice Book</p> <p>Spelling Practice Resource</p> <p>Writer's Workshop Resource Materials</p>
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	Editing 2. Letter To Teachers: A Final Celebration: An Expert Affair			
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
JUNE	Culminating Review Activities And Assessments	All Applicable Standards And Strands Of Eligible Content Learned Throughout The School Year	Culminating Review Activities And Assessments	<i>See Above</i>